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ABSTRACT

The argument is advanced that many literacy materials, such as basal readers and workbooks, do not allow literacy students to learn to read and write in the daily context in which the skills will be used, and an alternative is described. The limitations of phonics-based materials and the resulting controlled vocabulary of readers and workbooks include students' lack of freedom to choose relevant topics. The whole language approach, referred to as an "apprenticeship" approach to literacy learning, is the basis of a "Projects" kind of learning. The Projects method involves choosing a topic, getting started through brainstorming, asking questions, beginning the research by developing a chart, finding resources, reading and recording the information, rewriting for presentation (revising and editing), and rewriting. The approach is based on both whole language theory and the theory of empowerment. Illustrations of students' work are included. Contains 8 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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"Projects"-- the link between literacy and the real world

by Meredith Hutchings

Are budding equestrians athletes expected to learn to ride on mechanical horses? Are new drivers expected to learn to drive in toy cars? Are chefs expected to learn to cook using plastic ingredients? Certainly not. Learners need real contexts in which to learn.

Literacy students are no exceptions. What and how adult literacy students are asked to learn matters a great deal. Frequently literacy materials, such as basal readers and workbooks, do not allow students to learn to read and write in the day-to-day context in which these skills will eventually be used. In this article I will briefly discuss why many materials do not actually support literacy development and then present one activity, "Project", which encourages literacy development through students' real life interests and needs.

A Brief Look At Traditional Literacy Materials

Traditionally, reading and writing instruction, whether for children or adults has taken one of two main approaches--phonics or word-recognition.

Phonics based literacy materials usually consist of basal reader texts or workbooks. The texts introduce new sounds and new letters, or new rules about sounds and letters, and then present short passages containing words which incorporate these sounds.

Consequently, these passages are extremely restricted in terms of content. The subject matter for beginning readers is particularly stilted, since it is based upon the types of words which will most easily exemplify the phonics sound rules rather than the content.

Word recognition- based literacy materials focus on the recognition of individual words by restricting the range of words which are introduced. Literacy materials based on this approach often consist of readers or workbooks which intend to gradually build up a reader's sight vocabulary. Recently, this approach has been used in conjunction with 'language experience' activities. A learner dictates ideas to a tutor. Then, individual words to be learned are picked out of the text of these ideas. In time, this builds up a core sight word vocabulary in much the same way as the reader or workbook programs. Using either approach, a learner needs to master a certain number of words first before trying to read other materials.

The resulting 'controlled vocabulary' of readers and workbooks restricts the content available for literacy learning. 'Key

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vocabularies' developed from language experience or dictated stories are less restrictive in content but still inhibit new readers. Despite the freedom to choose topics which are relevant to the student, this approach to reading may still expect accuracy. That is, students are expected to correctly recognize individual words.

Given these limitations regarding the two traditional methods of instruction, what other kinds of literacy instruction are there? Recently there has been quite a bit of interest in the work of educational theorists such as Frank Smith, Kenneth Goodman, Carolyn Burke, Yetta Goodman, and Donald Graves. Through their efforts, literacy has become recognized as a complex series of processes which work in concert with each other. This approach to understanding literacy has become known as "Whole Language". Whole language educators try to present reading and writing as integrated tools necessary for use in the real world for real purposes, and as such they are most effectively learned "on the job".

One activity which is based upon this "apprenticeship approach" to literacy learning, is called (rather dryly) "Projects". What follows is one example of a project completed recently with a literacy student. This student, Walter, has been doing projects for the last four years, and in the process has learned to read and write from a non-reading and writing level, to his current functional level of approximately Grade Six. I include this information prior to discussing his project because I hope others will see the potential for this approach regardless of a student's reading/ writing level.

Step One: Choosing a Topic

Adult learners are learning because they want to make real changes in their lives. Literacy is seen as one important and missing link in obtaining some more control over their daily situations Consequently choosing a project topic is crucial.

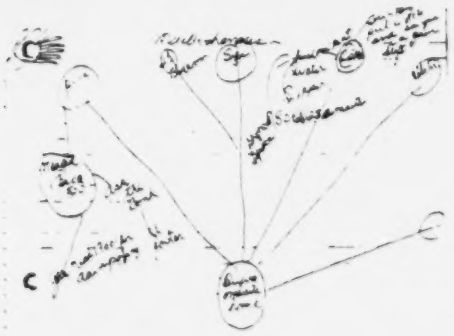
Four years ago, choosing a topic was difficult for Walter because it was hard for him to identify his real interests or needs. At the beginning of each project , we made a list of topics which he suggested. This process was not as one-sided as it sounds. I needed to ask as many questions as seemed appropriate, about aspects of his life, in order to encourage suggestions for projects which I knew would have the most impact. For example, at first he wanted to study about different animals and hunting. However, after some discussion, the lists also included topics such as tenants rights (because he was having trouble with his landlord), home repair (because some home maintenance was required), and welfare rights (because he had some trouble receiving his pension cheques). Once a list was made, he chose the project topic, which was usually one which would make the most productive changes in his life.

Unlike many literacy programs where the student remains dependent upon the program materials despite a growing confidence with literacy skills, the whole language approach attempts to find ways of making real materials accessible to students. By repeating the project process, Walter has gained the independence necessary to having increasing control over the investigation of topics of interest or need.

Consequently, over time, Walter's project choices have become more purposeful. Now, four years later, he has decided, without requiring a list of ideas, to study about buying a mobile home. If he and his family were sensible with their combined incomes, he felt that it might be possible for them to eventually own their own mobile home. Clearly this was a topic of tremendous importance.

Step Two: Getting Started through Brainstorming

To begin this most recent project we needed to identify what Walter already knew about purchasing a mobile home. Initially we discussed everything that Walter could think of that was related to the topic and recorded that information around a circle. The following brainstorm was the result of this discussion.



The intention of the brainstorm discussion was to help Walter recognize how much knowledge he already had about the topic. As well, these ideas were connected together by categorizing them wherever possible. When these categories were recorded, it was easy to see what was known about the topic and how Walter related these ideas together.

When a learner is too nervous to take a risk, learning stops.

These skills did not blossom immediately, however. It took time and experience, over four years, for Walter to gain the confidence to freely suggest ideas. This confidence resulted from a trusting partnership with me, as his tutor, where accuracy was not expected or demanded. Mistakes are part of how we learn. When a learner is too nervous to take a risk, learning stops.

Every aspect of brainstorming involves taking risks--generating ideas, categorizing, and recording. When Walter first tried to discuss a topic, he had difficulty overcoming his fear that his ideas were second rate. Understandably, this severely curtailed his share in the discussions. However, because the project had been presented as a joint process, I could contribute some ideas, or ask leading questions to draw out his thoughts, with no embarrassment to him. Together we would generate quite a few ideas and so the results always seemed successful.

Categorizing was gradually developed in the same manner. Together we discussed the topic, and suggested which ideas might be connected. If Walter could not think of a category heading for these ideas we either left it blank until a suitable label could be provided or I contributed an idea.

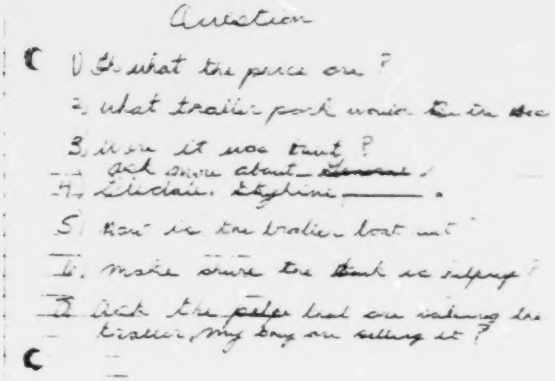
Similarily, the brainstorms were recorded jointly; at first Walter was very hesitant to write anything himself because he felt unsure of how to spell the words. It took time before he relaxed

enough to try to write down these difficult words by sounding them out or by writing them as he thought that they looked. I assured him that spelling was a skill that would improve as he read more, wrote more, and edited completed project work. Once he was persuaded to concentrate on getting the ideas down rapidly without worrying about perfect spelling or letter formation, then writing took on a new meaning for him. When he was exhausted by this process, I recorded the ideas. Of course, while all of this was going on, an integrated series of literacy processes were at work. Just to get started on the project, Walter had to discuss his ideas, clarify and categorize them, write them down and read them. Each step of the project would echo this orchestra of events.

It is obvious from Walter's current brainstorm that this process has been beneficial. Now he thinks in terms of connected ideas. For this brainstorm, he was able to quickly generate them in categories and add some details about each one. As well, Walter was anxious to get on with the research aspect of the project. Consequently, he decided that he had identified enough of the main factors involved with buying a mobile home and we moved onto the next step.

Step Three: Asking Questions

Walter had some very specific questions about mobile homes which he wanted to have answered. These he listed. After some discussion, he added a few more questions. The completed list looked like this:


Question

C 1. what the price on ?
2. what trailer park would be in the
3. How it was built ?
4. Check more about ~~Someone~~.
5. Location. Skyline ——.
6. How is the trailer kept up?
7. make sure the bank is helping?
8. ask the seller how are making the trailer, why they are selling it?

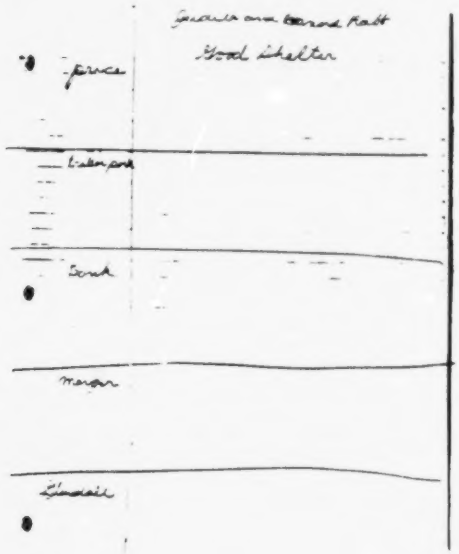
C

Questioning may be a particularly difficult skill for some literacy students to develop. For many, asking questions may have become associated with being labelled "stupid". Consequently, they may have stopped questioning altogether. However, asking questions becomes easier when a topic is familiar. For this reason, questions are asked after a brainstorm has already identified areas of knowledge. This may still not make the process problem free for literacy students however. During previous projects with Walter, it was sometimes necessary for me to contribute questions. This assistance can be very supportive for beginning students. It is not only reassurring to feel that the responsibilities for the project are jointly shared, it is also essential that literacy students have plenty of real life examples to learn from. Question lists can be added as more information is obtained and the student's curiousity and interest have been kindled. When this is done students can often recognize the growth in their questioning skills by seeing the quality and quantity of their questions improve.

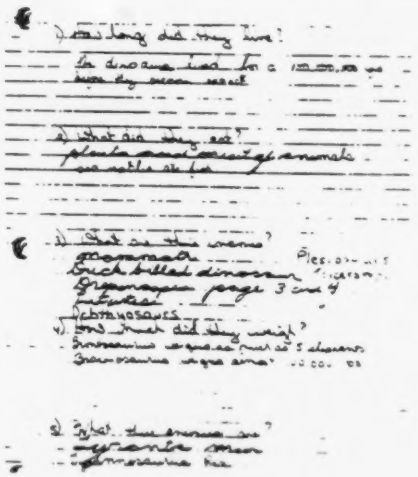
Step Four: Beginning the Research by Developing A Chart

Having identified areas of concern, we were now ready to develop a chart which would serve as the basic focus and organization for this project. As he had done in the past, Walter looked to his brainstorm and question list for categories to develop into a chart. The brainstorm had already identified some very important categories: the price, information about trailer parks, information about banks, mortgages, information about specific brand names of trailers which interested Walter, and information about mobile home lots. In looking over the question list, it was obvious that these categories could cover all of the questions asked as well.

The chart was set up leaving large enough boxes for each category to write information in, with space at the end to add any additional categories which might emerge as the project was researched. The chart looked like this:



This chart was developed easily and independently by Walter because of his previous experience in organizing projects. The first projects were, however, very hard to get organized and took much more time and input from me. In large part this was because the first brainstorms were not easily categorized, and Walter was not yet thinking in chunks of connected ideas about topics. To assist, I tried to direct his thinking back to the knowledge that he had already shared during the brainstorms, encouraging him to make connections and to come up with category labels where possible. Again, I used my own discretion, supplying some examples in a cooperative effort or waiting until Walter was ready to come up with these connections himself. If very few categories developed and frustration looked imminent, we would sometimes make up a chart out of our question list instead of the brainstorm. The following is an example of a chart formed in this way. (At this time, Walter was concerned with learning some science curriculum that he felt he had missed during his elementary years.)



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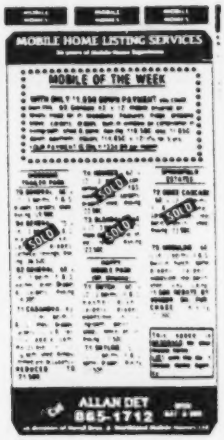
Step Five: Finding Resources

Now the search began to find sources of information which would help us to learn about this topic in terms of the categories and questions which had been raised. Walter had already done some preliminary searching independently. He had noticed that mobile homes were listed in the real estate section of a local paper. He had also noticed that a particular real estate agent handled many of the mobile home sales, and he had telephoned him through the week asking for information to be sent to his house about particular brand names and certain trailer parks. Having saved the paper, he quickly skimmed to find the page and read the whole advertisement immediately.



The previous week, I had agreed to go to the public library to find some books on the topic since Walter's poor health and schedule prohibited him from going on his own. I had looked in the non-fiction sections of both the adult and the children's departments, but had found only a small selection of books in the adult area. From these, Walter chose the one which seemed to appeal the most. At my suggestion, we looked to see if any of the books were Canadian and for the one which was most recently published. At an earlier time, he would have chosen the book which seemed the easiest to read, but now, he looked for the one which seemed the most clearly organized, with the most information. He chose Good Shelter, A Guide to Mobile, Modular, and Prefabricated Houses, Including Domes by Judith and Bernard Rabb, (New York, Quadrangle, 1975). The following excerpt illustrates the nature of the text:

> ...Here are some of the advantages of mobile homes:
> 1) **Cost.** Mobile homes are the cheapest form of private detached housing available in the United States.
> 2) **On-site labor.** The cost factor is minimal. No excavating for a foundation is required...

Walter's attitude and confidence with different kinds of resources has changed drastically over the years. At first he did not have many ideas about where or how to locate pertinent information. I tried to broaden the resource possibilities by suggesting local and non-print sources. As projects were completed, Walter built up experience with a variety of resources--library, telephone directory and telephone inquiries, letters requesting information, pamphlets from the government and businesses, interviews with knowledgable people in the community, and so on.

Generally I had relied heavily upon the children's non-fiction section of the library for a wide range of books at a variety of reading levels. Many of these

factual texts are written in a non-patronizing way and are appropriate for use with adult literacy students. With their diagrams or photos, and brief but informative texts, these books provided lots of support for beginning readers. The only problem with these books was that there were not enough of them about all of the topics of interest to adults.

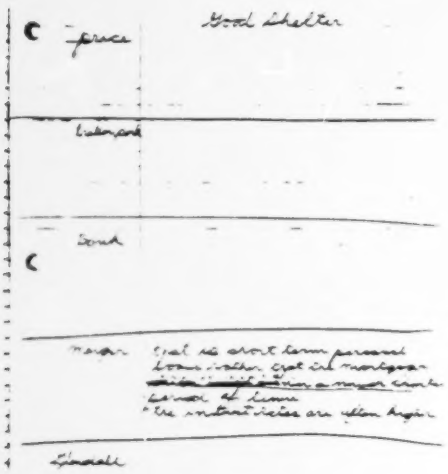
When there was no information at an appropriate level, even for choral reading, I either read difficult texts to Walter, making sure that the discussion that followed clarified the ideas completely, or I rewrote these ideas into shorter and simpler passages for Walter to read independently or chorally.

Step Six: Reading and Recording the Information

Walter was now ready to read the book and record any pertinent information on his chart. We reviewed how to use the table of contents and the index to find small pieces of information in larger books. Then Walter began to read out loud from the section about mobile homes. Although the book was written at a slightly higher reading level than he was used to, he was not dissuaded from trying. From experience he knew how he would approach difficult sections. As he read, Walter used fluent reading strategies to figure out these sections. He read ahead and then reread the section now knowing the context in which it was written. He substituted words that he could not read with words that he felt would make sense in the same place. He used pictures and diagrams to help if possible, and he stopped to discuss the meaning of certain parts so that he always knew what the passage meant even if he could not read every word. Sometimes, however, the reading was just too difficult for him to manage independently, and so we would read that section chorally, stopping for frequent discussions to clarify what we had read. When I felt he was ready, I let my voice fade away and Walter continued on independently.

After a discussion, Walter decided what information he would include in his chart. He had to understand what he had read, recognize the main ideas, decide which of these ideas were applicable to his concerns, consider in which category they could be placed, how to word the entries and how to fit them into the appropriate boxes. At one point he had to make up a new category to i clude information about dealers.

One of the many benefits of using a chart as the main organization for project work is that it is easy to ɜe what areas are still needing to be researched or what areas lack enough information. The student can always be in control about how much and what kind of information has already been gathered, and what remains to be done. As well, the whole process involves all of the main literacy components--reading, synthesizing, discussing, problem solving--all in an integrated way, and for a real purpose. The following example shows what Walter's chart looked like just after he began to record information.



Like all aspects of project work, Walter took a long time to become relaxed and confident about gathering and recording information. At first, he was particularly fixed on using phonics as his only reading strategy, an approach which was absolutely ineffective for him. When I suggested alternative strategies, he tried them reluctantly, and only if I reminded him. Many months later, however, he noticed that these other suggestions made reading easier, and he gradually began to use them independently.

Doing project work helped to reinforce fluent reading strategies in other ways as well. Prior to reading a text, it was necessary for Walter and I to discuss what kinds of information he was likely to come across. With these ideas in mind, Walter could more closely predict what the text would say, and this made it easier for him to keep the meaning of what he was reading in focus all the time. As well, it was only necessary to read small passages at a time, since we always had to stop to discuss and record the information. When Walter was a beginning reader this made the task of reading more manageable in a purposeful way. Also, texts, or parts of the chart, would often have to be read repeatedly to clarify certain points or to gather more detail. Finally, the projects would generally take over a month to complete. This provided enough repetition of the main concepts so that reading became more predictable and therefore easier. It also provided an opportunity for Walter to attempt some more difficult reading material involving the same types of ideas while still experiencing success.

Step Seven: Rewriting for Presentation - Revising and Editing

After a while, Walter felt that he had found out all that he wanted to know about purchasing a mobile home. However, we could see that it would be essential to keep the project notes for future reference and possible additions with the hope that Walter's dream might become a reality someday. As with previous projects, I encouraged Walter to write up at least part of his work to be shared with other students so that they could benefit from his research. We discussed the possible form that his might take- a book, a short article, a letter, a poster etc. Walter decided to write a short piece for a newsletter which circulates the finished work of literacy students in the local library's literacy program.

Due to the simple format of the chart, the new version could be organized easily using the existing categories. If the work was going to be rewritten into a book, then each section could consist of one category. With the article, each paragraph could

consist of one category. As well, by rearranging the order of the categories, it was possible to structure the article clearly and simply.

The first copy of this article was considered Walter's rough draft. Here, the ideas were the main focus of attention, and spelling and letter formation were not a concern. Walter and I revised his article, reading it to see if the ideas made sense or if it needed any additions, deletions or rearrangements to improve the clarity.

Once we were satisfied that the rough copy was clear and complete, Walter edited for spelling mistakes, and added any missing punctuation. First, he underlined all of the words which he thought were misspelled. Then he looked up as many as he could in the dictionary. The rest I wrote down for him. Now he added any punctuation which he felt was missing. During this whole process, I observed his work closely, looking for clues about what he knew or didn't know about spelling and punctuation. If he overlooked a misspelled word, I did not bring it to his attention unless he asked me to. Any overture which might suggest that accuracy was expected could undermine the many months it had taken to get Walter relaxed and confident in writing about things that were important to him. Here is part of Walter's revised and edited rough copy:

In the beginning, Walter tended to lose interest in projects fairly soon after they had started. I always found it difficult to know how to bring the project to some feeling of fruition, without stretching Walter's interest past the point of tolerance. Consequently, many projects have been completed, but only a small number have been rewritten completely. Some amount of revision and editing has always been attempted, however, since these steps are essential to understanding about the writing process. These sessions often provided many opportunities for small lessons about spelling rules, word families, use of punctuation, and letter formation. Over time, Walter's interest level has lengthened for those projects which have really meant a great deal to his life. However, the extent to which they have been revised and edited has always been determined by our time, and Walter's interest.

Step Eight: Rewriting

We were now ready for the final step of project work--rewriting the revised and edited rough copy into a neat copy. Letters would be neatly formed, and the corrected spelling and punctuation added. Sometimes revising, editing and rewriting are necessary during a project as well, when, for example, any letters, or applications have been written.

Walter's handwriting has improved considerably over the four years of projects, largely due to the amount of writing that he has been doing, and, to the attention he has paid to forming his letters correctly when he rewrites a final copy of his projects. Here is a

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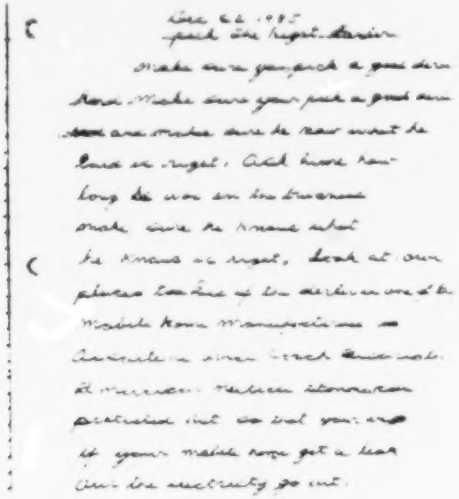
part of the rewritten copy of Walter's article about purchasing a mobile home.



Theoretical Overview

Throughout this article, aspects of the learning theory and principles which underlie project work have been mentioned. For those who are interested in understanding more about the educational principles upon which projects are based, the following is designed to provide a somewhat more systematic, but brief overview.

Projects are derived from two theoretical foundations: whole language theory; and the theory of empowerment.

Whole Language Theory

Whole language theory incorporates a wide range of related characteristics pertaining to language and learning. It includes the following key language principles:

Learning is a social activity, and learners rely upon the demonstrations of others to show them how things are done. Applied to literacy learning, this means that the learner needs to see demonstrations of fluent reading and writing. Consequently, the tutor is encouraged to participate along with the student. Learning is shared rather than given, and as such, the tutor or teacher usually learns a great deal from the student just as the student learns from the tutor.

As well, learners need to take risks and make mistakes. Learning centres around decisionmaking, and whenever a decision is made, a risk is taken. If accuracy is demanded of learners either by others or by the learners themselves, the risk-taking attempts are reduced due to fear of failure. To encourage risk-taking and independent decision-making, activities should not demand accuracy but rather support the adult's choices. Reading and writing activities should emphasize thoughtful approximations. As long as the reader is trying to make sense out of print, and as long as the writer is concerned primarily with the ideas which she/he is presenting, then there will be growth towards fluency. The whole language approach centres on helping the student learn to revise and self-correct these first attempts, rather than on how to attain initial perfection.

Effective learning happens in a purposeful context, and it connects the learner's prior knowledge with new knowledge. Although the reading and writing activities in this article describe how the tutor and the student can work together to improve literacy skills, the content of these activities, (the 'what') is up to the adult learner

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to decide with the assistance of the tutor. The choice should be based upon what will make a difference to the learner, who should be encouraged to establish and to focus on a meaningful purpose in all literacy activities.

Reading and writing are integrated processes. Whenever writing occurs, reading must be going on at the same time. By the same token, while reading, a person can learn a great deal about spelling, word usage, text organization, and other information needed for writing. Thus, reading and writing are best used together in a natural and purposeful way so that these skills can augment and complement each other for fluent use.

Since writing necessarily incorporates reading, it is a natural activity for the early development of literacy skills. Teachers of beginning literacy students are encouraged to start with writing activities until the student's reading skills and confidence are at a comfortable enough level for successful initial reading attempts. In this article the writing activities have been presented first to encourage this practice.

Theory of Empowerment

Although separated here, Paulo Friere's theory of empowerment should be seen as intimately linked to whole language theory. Whole language theory provides a specific example of the application of the concept of empowerment as it seeks to encourage adult learners to become independent and competent.

Friere's concept of liberating education rests upon the understanding that each person has the right to have control and power to direct his or her life. Those who are non-literate not only lack certain knowledge and consciousness, but also the confidence and belief in themselves as transformers of their own reality and the reality of others.

> In order for the oppressed to be able to wage the struggle for their liberation, they must perceive the reality of oppression not as a closed world from which there is no exit, but as a limiting situation which they can transform. (Paulo Friere, Pedagogy of the Oppressed, p. 34)

The theory of empowerement suggest the following principles when applied to adult literacy:

Adult literacy learners need to take control over their own learning as well as to gain a greater measure of control over the whole fabric of their lives. To facilitate this, the tutor must respond always as a guide and supporter and never as sole decision-maker.

Ideally, the content of literacy should give adult learners real insights into their own experiences. In order to encourage this, the content of each literacy activity should be the decision of the learner. Together, the tutor and the student should analyze what might be of interest and importance, for example, work, housing, or relationships. This can not only give the adult's world validity but can serve to develop in the adult the necessary consciousness to have some potential to participate in shaping his/her world.

There must be a feeling of mutual respect between tutors and students. As respect grows, a foundation of support is established, and this encourages sharing and learning by both tutors and students.

> The teacher is no longer merely the one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach. They become jointly responsible for a process in which all grow (Paulo Friere, Pedagogy of the Oppressed, p. 67).

For a fuller understanding of the theory of empowerment, the reader is referred to Paulo Friere's classic book, Pedagogy of the Oppressed, as well as other works by and about Friere.

For more information about whole language theory, the following brief booklist provides a guide to some fascinating work being done by internationally known educators. Only a few of the most influential writers and their best known books are listed. For furthe reference consult the bibliographies presented in these books.

Goodman, K.S., Miscue Analysis: Application to Reading Instruction, Urbana, Ill.: NCTE, 1973.

Goodman, Y. and Burke, C., Reading Strategies: Focus on Comprehension, New York: Holt, Rinehart & Winston, 1975.

Graves, Donald H., Writing: Teachers and Children at Work New Hampshire: Heineman Educational Books, 1983.

Holdaway, Don, The Foundations of Literacy, Sydney, Australia: Ashton Scholastic, 1979.

Smith, Frank, Reading Without Nonsense, New York: Teachers College Press, 1979.

----------' Comprehension and Learning: A Conceptual Framework for Teachers, Toronto: Holt, Rinehart & Winston, 1975.

----------' Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read, Toronto: Holt Rinehart & Winston, 1982.

----------' Writing and the Writer, Toronto: Holt, Rinehart & Winston, 1982.

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Meredith Hutchings is a literacy tutor who also teaches children in the Dalhousie University Department of Education School. Information about doing projects and other whole language activities with adult students is included in a booklet by Meredith, Some Reading and Writing Activities for Adult Literacy Students. The booklet is recommended for beginning readers and writers, and is available for $6.00 from:

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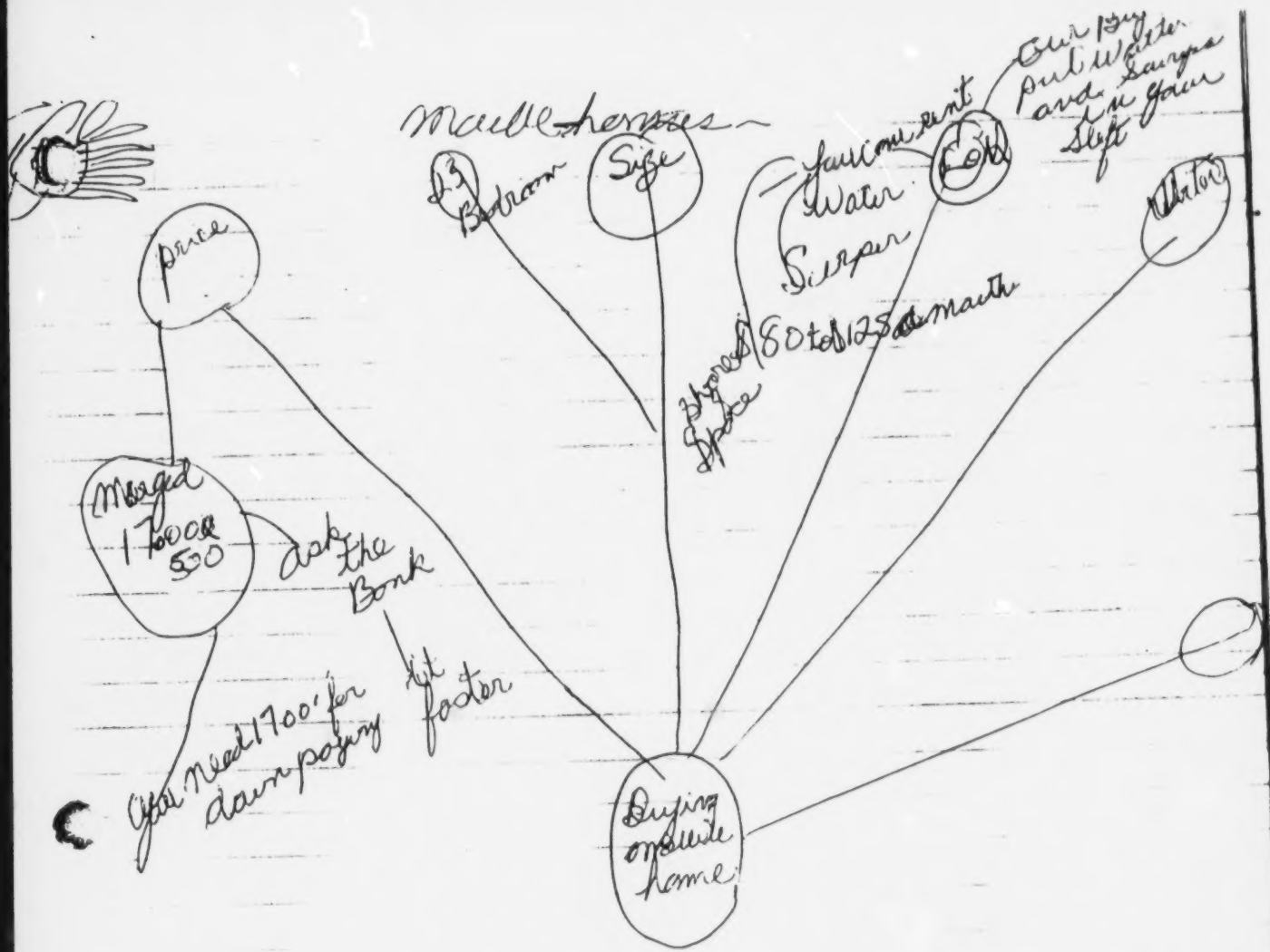

Meridith Hutchings, "Projects"--the Link between Literacy and the Real World, p. 17

Question

1) what the price are?
2) what traller park would Be the Best
3) Were it was built?
4) ask more about General / Gledale, Skyline,
5) how is the traller boat rent?
6) make shure the Bank is helpup?
7) Ask the pelpe that are saleing the traller, why they are selling it?

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EXAMPLE OF WRITING ACTIVITY #4:
ORGANIZING A CHART USING QUESTIONS

1) How long did they live?

the dinosaurs lived for a 100,000,000 yrs before they became extinct.

2) What did they eat?

plants and meat of animals
sea reptiles ate fish

3) What are their names?

mammoth
Duck billed dinosaur
Dreponsaplis
Liturtes
Ichthyosaurs

Plesiosaurs
Triceratops
page 3 and 4
"

4) How much did they weigh?

Brontosaurus weighed as much as 5 elephants
Brachiosaurus weighed almost 100,000 lbs

5) What there enemies are?

Tyrannosaurus Rex

17

Meridith Hutchings, "Projects"--the Link between Literacy and the Real World, p. 19

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MOBILE HOMES | MOBILE HOMES | MOBILE HOMES

MOBILE HOME LISTING SERVICES

26 years of Mobile Home Experience

MOBILE OF THE WEEK

WITH ONLY $1,650 DOWN PAYMENT you could own this '69 Glendale 43' x 12' mobile situated on lovely treed lot in Woodbine. Features: fridge, propane stove, carpets, drapes, built-in window air conditioner in livingroom, shed & patio. Asking $16,500 less $1,650 down payment, equals $14,850 x 12½% for 5 yrs. YOUR PAYMENT IS ONLY $334.09 per month.

WOODBINE TRAILER PARK

'70 GENERAL - 60' x 12', 3 bdrms., F & S, drapes, carpets, shed. Asking $19,900.

'84 GENERAL - 70' x 14', 3 bdrms., F & S, washer/dryer, carpets, drapes, cathedal ceilings. Asking $36,500. SOLD

'82 GENERAL - 68' x 14', 3 bdrm., F & S, washer/dryer. Drapes & carpets. Asking $34,000.

'71 CASANOVA - 43' x 12', 2 or 3 bdrm. F & S, most drapes, carpets, 33' x 8', factory add-a-room. Woodstove in livingroom, shed. Almost immediate occupancy. **REDUCED TO $21,500.**

'74 HOMECO - 62' x 12', 3 bdrms., converted F&S, washer/dryer, carpets, drapes, shed. Asking $22,000 SOLD

'73 GLENDALE - 68' x 12', 3 bdrms., F & S, most drapes, patio, shed, fence. Asking $23,500. SOLD

HAPPY MOBILE PARK (Mt. Unlacke)

'71 DUTCH - 60' x 12', 3 bdrms., F & S, washer/dryer, carpets, drapes, woodstove in livingroom, porch. 2 sheds, fence on lot. Asking $17,500.

'71 SKYLINE - 50' x 12', 2 bdrms., F & S, some drapes. Asking $13,500.

SPRINGFIELD ESTATES

'72 BOICE CASCADE - 68' x 12', 2 bdrms., F & S, washer, carpets, drapes rear patio, porch, shed. Asking $23,900. SOLD

'75 MODULINE - 68' x 14', 3 bdrms., F & S, built-in hutch, some drapes, carpets, woodstove, rear porch, shed, vinyl siding. **$1,500 REBATE BY VENDER ON PURCHASE.** Asking $27,000.

This space is RESERVED for your mobile home. LIST with the No. 1 Mobile Home Agency.

Call **ALLAN DEY** **865-1712** OPEN SAT. & SUN.

(A division of Havill Bros. & Northland Mobile Homes Ltd.

1975 MOBILE HOME 62 x 14. Large patio, on Serviced lot, 3 bedrooms. Asking $14,000. 757-2657. (after 1:00 p.m.) 25-10

1979 BENDEX MOBILE HOME 14x64. Two bedrooms, fridge, stove, washer, dryer and drapes to stay. 30 minutes from Metro $25,000. 866-3455. 24-10

THREE BEDROOM MOBILE situated on a one acre lot. No Down Payment? Perhaps we can help. For details call Debbie Price 865-3055.

LOTS/LAND

RIDGEFIELD HEIGHTS - Fully Serviced Lots in New Subdivision. Highway No. 2 in Lantz. (Near Shubenacadie River) Average size 90' x 170'. $12,500 to $14,900. Smith & Boyd Developments Ltd. 883-8948 or 883-2887. 31-10

LOT FOR SALE! Basinview Drive, Bedford. Call after 5 p.m. 835-3486. 36-10

REAL ESTATE

WINDSOR - 1½ STOREY 8 and Bath Home. Ideal starter or retirement home. $34,500. MLS. Minas Realties Ltd. 1-798-3157 or 798-4344. 36-10

ELEGANT 2500 SQ. FT. HOME overlooking Porters Lake. Quality built with many extras. $89,900. Offers. 827-3951. 31-10

SECOND HOUSE PAST HEFLER'S MILL. 3 bedroom Bungalow, eat-in kitchen, dining room hardwood

REAL ESTATE

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19

Meridith Hutchings, "Projects"--the Link between Literacy and the real World, p. 20

Good Shelter

price

trailer park

Bank

merger

~~that is short term personal loans rather that the mortgages I can get it in a much shorter period of time the interest rates are often higher~~

Glendale

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original rough copy

pick the right dealer

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make sure he naw knpws what.
he naw knows is right.
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~~Dell~~ and ~~tell you~~ what yaw are
go to ~~pay back wraith~~
~~Go out~~ see the Banks yaw sift
~~and~~ pick the right place ~~to~~ put your
mable home

text added after discussion

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~~Rat~~
Rent

Dec 22 1985

pick The Right Derler

Make sure you pick a good derler

and Make sure your pick a good derler

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Mabile Home Manufoctuers is

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our the electricty go out.

And the Water goes out sometimes the

home may have to go bact the derler